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ABSTRACT

Research was conducted to determine the current status of doctoral study in adult education programs in U.S. colleges and universities. Data were collected using a researcher-designed mail survey based on the Commission of Professors of Adult Education (CPAE) Standards for Graduate Programs in Adult Education. The survey sought information about program curriculum, organization, and faculty. Programs showed a pattern of conformity in requiring students to take courses covering 11 of 13 subject areas as recommended in the CPAE guidelines. A majority (72 percent) of adult education doctoral programs were primarily found in colleges of education; they constituted independent areas of study and were predominantly associated with departments of leadership administration or policy study. Approximately 75 percent of the full-time adult education faculty possessed doctorates in the field. In half of the programs, all faculty members held adult education doctorates. Adult education faculty members performed various leadership roles in their academic institutions and professional organizations. Recommendations included: a periodic review of the standards to maintain their timeliness relative to the mission of the CPAE; review of the role of the CPAE; and periodic reviews of curricula in adult education graduate programs. (The survey instrument is appended.) (Author/YLB)

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ED 386 591



# American Adult Education Doctoral Programs in Comparison to the Commission of Professors of Adult Education Standards for Graduate Programs in Adult Education

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## Abstract

The purpose of the study was to ascertain the current status of doctoral study in adult education programs in colleges and universities within the United States. This was accomplished by depicting how American graduate adult education doctoral programs adhered to the Commission of Professors of Adult Education (CPAE) Standards for Graduate Programs in Adult Education. The target population for the study were drawn from those American universities and colleges offering doctoral degrees, Ed.D and/or Ph.D., in adult education.

This is the first reported study to attempt a quantitative audit of adult education doctoral programs by integrating the CPAE standards into a survey instrument. Data for the study were collected through the use of a researcher designed mail survey instrument based directly upon the CPAE Standards for Graduate Programs in Adult Education. The instrument was validated by a panel of judges consisting of senior adult education experts from Commission of Professors of Adult Education. The first area of the survey sought information about program curriculum: program degree offerings, curriculum, including core areas of study, and course subjects, program specialization, research, internship, and independent study. The second area of the

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survey sought information about program organization: program admissions, program committees, advising loads, student-faculty ratios, teaching loads, and dissertation committees. The third area of the survey sought information about program faculty: earned faculty degrees, teaching experience, academic rank, professional leadership, professional scholarship, and professional commitment to the field.

The return response yielded a return rate of eighty-six point four percent (86.4%). Descriptive statistics were utilized to analyze the data, and recount the status of the doctoral adult education programs in the study. The findings of the study depict both the status of the surveyed adult education doctoral programs, and their adherence to the Standards for Graduate Programs in Adult Education.

It appears the CPAE standards have had an influence on the programs in that the doctoral programs share a measurable, positive level of conformity to each other and to the standards. There remain program areas that fall short of the standards, namely, in independent study, in program administration, and in the number of doctoral dissertation committee chairs.

The following are conclusions from the study.

The first research question addressed the adherence of adult education doctoral graduate programs to the CPAE'S recommendations on curriculum.

Over two thirds (71.9%) of the programs implement uniform program requirements for all adult education doctoral students. Those students, in 85% of the cases, follow a standard core curriculum in their programs. Overall, the programs in the study show a pattern of conformity in their requiring students to take courses covering 11 of 13 subject areas as recommended in the CPAE guidelines. Three quarters (24) of the programs

also require students to follow a series of courses found outside of the adult education program. Thirty-one of the thirty-two programs recognize the diversity in roles of the field's practitioners and incorporate some form of specialization area into their programs. Many of these specialization areas are designed around the student's needs and/or expertise. The primary flexibility a student's specialization program occurs in the courses they are allowed to take outside of the adult education program. A majority (53%) of the programs do not require specialization students to take the same required set of courses outside of the program as do other adult education doctoral students. Two-thirds (66%) of the programs do not have internships for their doctoral students, but some of the programs occasionally make exceptions for those students who lack personal experience in a given area. Other than the dissertation, a majority of programs (59%) do not include a period of in-depth study for their doctoral students.

The second research question addressed the adherence of adult education doctoral graduate programs to the CPAE's recommendations on the organization of graduate study.

A majority (72%) of adult education doctoral programs are found primarily in colleges of education, constitute independent areas of study (66%), and are predominantly associated with departments of leadership, administration or policy study. The programs are administered, in most cases (81%), by an adult education faculty member. A similar proportion (81%) of adult education faculty are also involved in a program's student admissions. However, the adult education programs are not chaired to the same degree (72%) by adult education faculty. Over half (56%) of the programs evaluate their courses every semester; the programs

themselves are less frequently evaluated, in most cases (60%) for periods longer than one year, but less than seven years.

There are large discrepancies in the number of students enrolled in these programs, with roughly two-thirds (64%) of the total doctoral student population residing in nine institutions, ranging geographically from Idaho to Texas, from Michigan to Florida. Even with the size disparity in student populations, over two-thirds of the faculty members are currently at or below the recommended CPAE levels for faculty members with both non-dissertation and dissertation stage students, in terms of student-faculty advising ratios and graduate teaching loads.

While the CPAE recommends that all doctoral dissertation committees of adult education graduate students be chaired by an adult education faculty member, in practice this is not a common occurrence. At present less than half (41%) of the cases meet this guideline, but when combined with reports of adult education faculty chairing 75-99% of the dissertations the percentage increases to 78%.

The third research question addressed the adherence of adult education doctoral graduate programs to the CPAE'S recommendations on adult education faculty.

At present there are 110 documented full-time adult education faculty employed in 32 doctoral programs spread throughout 23 states. A majority (53%) of these faculty members are employed in small, one or two person programs, with over three-quarters (78%) of the programs employing four or less faculty members. Approximately three-quarters (75%) of the full-time adult education faculty possess doctorates in the field. There are no programs whose full-time faculty members do not hold doctoral degrees. In half of the total programs (16 of 32), all of the faculty members hold adult education doctorates. All but one of the

programs have at least one full-time faculty member with a doctorate in adult education. Except for this one program, all of the doctoral programs conform to the CPAE recommendation that, "At least one full-time faculty member will have an earned doctorate in adult education."

In terms of teaching experience, three-quarters (75%) of the programs have faculty members with undergraduate teaching experience, while all of the faculty members in the study have graduate level teaching experience. A majority (62%) of the faculty in the study, on average, have taught adult education graduate courses for 15 years or less, with a significant portion (31%) averaging 10 to 12 years of experience.

As a group, adult education faculty members have produced a variety of scholarship in the last seven years. In this time period they have collectively contributed a total of 1,389 books, articles, reports, presentations and other forms of scholarship. Faculty members in 69% of the programs have produced at least one book, 78% have produced at least one edited book chapter, 69% have contributed at least one document to the ERIC database, 69% have produced at least one monograph, 72% have produced at least one non-referred journal article, 81% have produced at least one refereed journal article, 75% have produced at least one report or study, and nine out of ten programs have faculty members that have produced at least one paper or presentation.

As a group, adult education faculty members perform a variety of leadership roles in their academic institutions as chairpersons, secretaries, and board members. Collectively, faculty members from 31 of the 32 responding programs in the study held in a combined total of 252 leadership positions in their colleges and/or universities.

The same faculty members, as a group, perform a variety of leadership roles in their professional organizations as chairpersons, secretaries, officers, editors and board members. Collectively, faculty members from 31 of the 32 responding programs in the study played a combined total of 310 active roles in their professional organizations.

Every program in the study has faculty members who participate in professional and/or collegial organizations. The adult education faculty members collectively represent a combined total of 331 active memberships in professional and/or collegial organizations. Over three-quarters (81%) of the memberships are held in five organizations. Of the 38 programs participating in the study, 32 had doctoral programs, of which 75% (24) of the programs are represented in the Commission of Professors of Adult Education.

At present there are 77 documented part-time adult education faculty employed in 26 doctoral programs. All are holders of doctoral degrees, with six out of ten possessing doctorates in adult education. Of those part-time faculty that do not possess doctorates in the field, a degree in education received the the highest reported instance (42%) followed by a degree in psychology (30%). A majority (58%) of programs adhere to the CPAE guidelines when it comes to officially evaluating part-time faculty in areas of scholarship or expertise. As a group, part-time adult education faculty members vary in their areas of expertise, from human resource development to research, from college ministry to administration. More than half (52%) are employed outside of the university, although mainly in the field of education (28%). Of those who are employed inside of the university, six out of ten serve joint appointments between other programs and/or departments, and a large group (28%) serve as full-time administrators.

The following are recommendations from the study.

1. The Commission of Professors of Adult Education Standards for Graduate Programs in Adult Education should be reviewed on a periodic basis to maintain their timeliness relative to the mission of the CPAE and to the ideals, attitudes and perceptions of those responsible for the academic preparation of future adult educators and to the adult education community.

2. Due to inherent environmental diversity in adult educator practice, and in light of the current political, economic and societal trends towards lifelong education and training, the Commission of Professors of Adult Education should review its role and its obligation to develop awareness in the adult education community of the soundness and applicability of the standards in the preparation of adult educators.

3. The Commission of Professors of Adult Education should achieve full representation in every academic institution offering a graduate degree in adult education or related field.

4. Periodic reviews of the curricula in adult education graduate programs should be conducted to determine adherence to the Commission of Professors of Adult Education Standards for Graduate Programs in Adult Education and to identify on-site changes, trends and developments in the content of academic adult educator preparation.

5. An examination of the specialization component in graduate programs should be conducted to discover the needs and expectations of students in those specialization areas. An ancillary examination of programs should be conducted to discover ways to allow graduate programs to meet this need in a graduate student's development as stipulated in the CPAE standards.

6. An examination of the independent study component in graduate programs should be conducted to discover the needs and expectations of students in those areas. An ancillary examination of programs should be conducted to discover ways to allow programs to meet this need in a graduate student's development as stipulated in the CPAE standards.

7. Because of the amount of information contributed to the field in the form of graduate student theses and dissertations, dissertation research conducted by adult education graduate students in any program that presently does not adhere to the CPAE guidelines on dissertations should reexamine their non-compliance status and make attempts to correct it.

## Summary of Findings

Of the 38 survey respondents, 32 or 84.2% answered positively to the filtering question indicating that their institution offers a doctorate in adult education as defined.

The first research question addressed the adherence of adult education doctoral graduate programs to the CPAE's recommendations on curriculum. Similarly, this section of the standards constitute part one of the survey instrument and are contained in questions one through ten.

1. In the institutions with adult education doctoral programs 11 or 34.4% offer the Ed.D. doctorate degree, 9 or 28.1% offer the Ph.D. doctorate degree and 12 or 34.4 % offer both doctorates.

2. Twenty-three or 71.9% of the programs maintain the same program degree requirements for their students.

3. Twenty-seven or 84.4% of the programs have established a set of required core courses for all of their adult education doctoral students.

4. Twenty-four or 75.0% of the programs have established a set of required courses outside of the program for their adult education doctoral students.

5. Thirty-one or 96.9% of the programs offer a form of specialization in their programs.

6. Nineteen or 59.4% of the programs require the same set of core courses for students in specialization areas as for all students.

7. A majority (53.1%) or 17 of the responding programs do not require students in specialization areas to take the same set of required courses outside of the program as students in non-specialization areas.

8. Twenty-one or 65.6% of the programs do not contain an internship component.

9. Nineteen or 59.4% of the programs do not contain an independent study component.

10. The respondents consistently selected 11 of the 13 course topics recommended in the CPAE standards as required areas of study in a student's program.

The second research question addressed the adherence of adult education doctoral graduate programs to the CPAE's recommendations on the organization of graduate study. Similarly, this section of the standards constitute part two of the survey instrument and are contained in questions 11 through 25.

11. Twenty-eight or 87.2% of the programs reside in departments using the descriptors, leadership (12 or 37.5%), adult, (6 or 18.5%), administration (5 or 15.6%), and policy studies (5 or 15.6%).

12. Twenty-three programs (71.9%) reside in colleges using the descriptor, education.

13. Interestingly, 7 or 63.6% of those respondents who reported that their programs were not independent areas of study in question 12 also responded to question 13 negatively (not minor areas of study), raising the question as to the nature of their programs within their institutions.

14. Together, 9 institutions represent 64.2% (1,320 students) of the total respondent enrolled adult education doctoral student population.

15. Seventeen (53.1%) program heads were described as chairs (8 or 25.0%) and coordinators (9 or 28.1%).

16. Twenty-six or 81.3% of the persons who administer adult education programs in the responding institutions are also adult education faculty members.

17. A majority (81.1%) of respondents (26 of 32) indicated that at least one admissions committee member was the holder of an adult education doctorate.

18. Twenty-three or 71.9% of the programs are chaired by an adult education faculty member.

19. Of the reporting institutions, 23 or 71.8% of the programs are at or below the CPAE recommended student-faculty ratio of 15 to 1 for non-dissertation writing doctoral student advisees per faculty member.

20. Of the reporting institutions, 29 or 90.5% of the programs are at or below the CPAE recommended teaching load (6 courses or less) for faculty members with fewer that 2 dissertation stage students or 3 master's thesis students.

21. Of the reporting institutions, 25 or 78.1% of the programs are at or below the CPAE recommended student-faculty advisee ratio of 8 to 1 for dissertation stage doctoral student advisees per faculty member.

22. Of the reporting institutions, 71.9% or 23 of the programs reported average teaching loads of four courses or less per academic year for faculty members with student advisees at the dissertation stage.

23. Less than half of the responding programs, 13 or 40.6% meet the recommended CPAE level that all (100%) adult education dissertation committees are chaired by an adult education faculty member.

24. Twenty-nine or 90.7% of the responding programs allow faculty members at the assistant professor rank to teach graduate students.

25. A majority, 18 or 56.3%, of the respondents reported evaluating their courses every semester and a majority, 19 or 59.5%, of the respondents reported evaluating their program structure and program content other than on a semester or yearly basis.

The third research question addressed the adherence of adult education doctoral graduate programs to the CPAE'S recommendations on adult education faculty. Similarly, this section of the standards constitute part three of the survey instrument and are contained in questions 26 through 39, for full-time faculty members, and questions 40 through 49, for part-time faculty members.

26. Of the responding participants, 25 or 78.1%, reported having less than four faculty members in their program.

27. With the exception of one program, all of the 32 respondents reported having at least one full-time faculty member with a doctorate in adult education.

28. Seventy-five percent (24) of the respondents reported their full-time adult education faculty members possessed undergraduate teaching experience.

29. Ten programs (62.5%) of the 16 programs where the entire faculty does not hold adult education doctorates selected education as the most frequent doctorate held by its members.

30. A majority (62.4%) of the faculty in the study have taught adult education graduate courses for 15 years or less.

31. The median minimum full-time faculty years spent teaching adult education graduate courses was 6.5 years and the median maximum full-time faculty years spent teaching adult education graduate courses was 20.0 years.

32. None (0%) of the responding programs reported full-time adult education faculty members without doctoral degrees.

Items 33 – 35 were found not applicable.

36. Adult education faculty members, as a group, have produced a variety of scholarship in the form of books, articles, reports, presentations, and other forms totaling 1,389 contributions in the last seven years.

37. Faculty members from 31 of the 32 responding programs in the study, comprising 96.9% of the total programs, held a combined total of 252 leadership positions in their colleges and/or universities.

38. Faculty members from 31 of the 32 responding programs in the study, comprising 96.9% of the total programs, played a combined total of 310 active roles in their professional organizations.

39. Faculty membership in five areas accounted for 268 or 81.0% of the total faculty organizational membership.

40. Twenty-six (81.2%) of the 32 programs in the study reported currently using part-time facilitators in their faculty.

41. All twenty-seven (100%) of the responding programs reported part-time adult education faculty members with doctoral degrees.

42. Of the 26 programs currently using part-time faculty, 11 (46.1%) of the programs reported that all (100%) of their part-time faculty members had adult education doctorates.

43. Fifteen or 57.7% of the programs answered yes to the question to the question of evaluating part-time adult education faculty members as to their contribution to the scholarship of the adult education field or to their particular area of expertise.

44. As reported in question 42, 46.1% (12) of the programs using part-time faculty reported that all of their part-time faculty held adult education doctorates.

45. Seven programs selected areas of expertise in college student ministry, psychology, multicultural education, human resource development, program planning, sociology, training, administration, and research for non-doctorate holding part-time faculty.

46. Sixteen of the 26 programs reporting to use part-time faculty indicated full-time employment roles of these members outside of the university setting, with the largest contingent (11) of part-time faculty employed in education (27.5%).

47. Sixteen programs (61.5%) reported joint part-time faculty appointments of 36 part-time faculty members.

48. Seventeen programs reported 42 part-time faculty members serving joint appointments in 16 different department and/or subject areas.

49. Twenty-two of the 26 programs reporting to use part-time faculty indicated full-time employment roles of these members inside of the university setting, with the largest contingent (11) of part-time faculty employed in administrative positions (27.5%).

## Implications

Interpretations of the study's findings and conclusions suggest courses of action regarding the propriety of the CPAE standards and their influence on the preparation of future adult educators.

1. The standards interpret the distinctions between the Ed.D. and the Ph.D. degrees primarily in the expectations of the future adult education practitioners as leaders and scholars respectively. Yet, a 1986 report of a study conducted for the CPAE by Knott and Ross found no consensus in the distinctions between the preparation of either degree holder by adult education graduate programs. While theoretical distinctions between the two degrees exist in the CPAE standards, in practice many institutions acknowledge a blurring in the academic preparation of, and subsequent role application of persons who hold either an Ed.D. or a Ph.D. in adult education. Such indistinctness is not limited only to the field of adult education. However, in future instances when the conversation of the development, adoption and implementation of possible certification, licensing, and accreditation arise, circumstances surrounding the bestowal of either graduate degree of current and past adult education doctoral degree holders should be taken into account.

2. The doctoral programs in the study represent less than half of the total number of adult education graduate programs in the United States. While a majority of the programs consistently agreed on a selection of 11 of the 13 required topics of study as stipulated in the CPAE standards, there remain a significant number of doctoral programs not adhering to this guideline. If, as the standards state, "...adult education has become a recognized field of graduate study with a distinctive body of knowledge that embraces, theory, research, and practice...," then the field is seriously weakened when those responsible

for the preparation of future adult educators fail to recognize and accommodate this body of knowledge into future practitioner preparation.

3. Adult education doctoral students traditionally come to the field late in life, after having established careers in environments with emphasis more on the pragmatic than, if ever, on the theoretical. A responsibility of graduate programs is to expose students who possess a wealth of real-world experience to the theoretical constructs of the field, and of the application of these constructs in practice. The CPAE standards section on student's programs state, in part, that, "Care should be taken to provide students with opportunities for flexibility and self-direction..." The standards recognize that, "...many new students [are]...less concerned with acquiring knowledge related to theory, research, and practice..." Other than for a master's thesis or a doctoral dissertation, less than 40% of the programs currently include an independent study component in their programs. In addition to allowing students to individually develop personal specialization areas, the need for in-depth study of an area of interest on the part of the student is necessary to allow the student to cull information that may aid them in future practice, that may not constitute part of their program's curricula.

4. Less than three-quarters (72%) of the programs are currently chaired by an adult education faculty member. Since its inception, adult education has struggled to become an academically acceptable, less marginal and legitimate field of study. The history and literature of the field is awash with discussion of the issue. Adult education's marginality in academia and its attempts to gain acceptance in higher education will continue if programs find themselves under the direction of non adult education faculty members who have little or no appreciation for, and no

comprehension of the field, who do not recognize and accept the inherent diversity in adult education and the dilemma this diversity places on the adult education community in seeking to establish an operationally identifiable, legitimate field of study and practice.

5. Less than half (41%) of the adult education doctoral dissertation committees are chaired by an adult education faculty member. The standards recommend that all adult education dissertations be chaired or co-chaired by an adult education faculty member. A significant portion of the research conducted in the field is generated by graduate students. In a field striving to establish underlying philosophies and principles, while attempting to concomitantly develop uniformity in its knowledge base, it is in the interest of the adult education field that graduate student research come under the advisement of a faculty member with an expressed interest in the growth of the knowledge base of adult education.

6. The programs selected for the study were not questioned of their awareness of either the Commission of Professors of Adult Education or of the CPAE Standards for Graduate Programs in Adult Education. The CPAE is the preeminent organization of academic adult educators and is responsible for providing the definition, development and implementation of adult education graduate study and of the knowledge and practice of the field. Yet only 30 of the original 44 programs initially selected for the study were represented in the CPAE membership listing and only 24 of the 32 participating programs offering adult education doctorates were represented in the same listing. At present there are approximately 60 adult education graduate programs located in 40 states throughout the U.S.A. It is likely that if a study to determine CPAE membership were conducted of all of these programs, a similar percentage of under-

representation in the CPAE, and unawareness of the standards, would be found. The Commission of Professors of Adult Education should identify every adult education program in the country and make them aware of both the organization, its mission, and of the standards for graduate programs in adult education.

## Observations and Discussion

This narrative is founded upon the researcher's experience with the study. It is derived from the researcher's review of the literature, analysis of data and interaction with the study participants.

In their description of the rationale for the standards the Commission of Professors of Adult Education stated, in part, that:

> A concern for quality must dominate the planning, conduct and evaluation of graduate programs in adult education....As such, these standards provide established programs with guidelines for review and new programs with guidelines for establishing graduate study in adult education. (CPAE, 1986)

The standards did not originate haphazardly, but instead arose from the concerns of CPAE members with an inherent interest in the preparation of graduate students. Typical of this concern was Verner's 1977 (as cited in Campbell, pp. 118-119) call for the need for a professional esprit de corps and a common identity of adult education practitioners. He was concerned that:

> Too many of the newer university programs are in the hands of individuals not expert in the discipline with the result that graduates are released to the field deficient in knowledge and without a clear perception of the unique characteristics of the profession they have entered.

One of the standard's authors, Alan Knox, in a 1973 study he conducted for the CPAE on the development of adult education graduate programs found, "...moderate consensus regarding these basic courses in

adult education graduate programs" (p. 27). It was, in part, from the findings in Knox's study and a knowledge of adult education literature that he and fellow senior CPAE members, Jerry Apps, John Niemi and Jack Mezirow fashioned the CPAE standards. (J. Niemi, personal communication, November, 1994).

The standards represent the archetype of an ideal environment in the field of adult education, in terms of program practice and practitioner preparation. From the study, current graduate programs appear to conform to this ideal. Nevertheless, there exists variation due primarily to the diverse nature of the subject, in the broad context in which adults function in society, and in the differing, but not discordant perspectives of adult education faculty members. Diversity in practice is quite possibly the hallmark of the field of adult education. At the same time, the very notion of a set of standards demonstrates the acceptance of the existence of a specific body of knowledge applicable to adults, irrespective of setting. The uniqueness of adult education lies in the universal characteristics of adults. The diversity of the application of adult education principles interjects an opportunity for the field to integrate knowledge from other disciplines, and to generate original knowledge from practice. The field is innately interdisciplinary. The nature of the field is such that it lies between the realms of the theoretician on one end, and front line practitioners on the other. Theoreticians, for the most part, are not concerned with the applicability of their ideas in real-world practice, while those on the front lines are more concerned with the pragmatic aspects of daily practice than with abstract concepts. It is between these boundaries that adult education currently resides; an orphan of the intellectual and practical demands of the very subjects it is trying to serve. Adult educators need to be able to recognize and

understand the value of knowledge found in other academic disciplines, to selectively analyze other fields of study, and to integrate the most applicable information found in other fields of study into practice and theory development in adult education. Theory from other disciplines that is tested in an adult education environment leads to the accumulation of adult education knowledge. The field's original academicians were trained in other disciplines, whose functions were primarily in administration, not research. The founders of the field originally borrowed heavily from other social sciences in both content and delivery. In the past, adult education has been called, "...a profession in the process of becoming" (Brunner, 1959, p. 14). In the same report an unidentified Adult Education Association executive committee member described a professional adult educator as:

> ...a person who had attained certain skills, abilities, and knowledge in the profession....If you wanted a mold, it would be that the professional adult educator would be one who passed a formal curriculum in a university, but we don't know what this curriculum should be. (p. 317)

It is a recent occurrence that present day adult education academicians are primarily adult education instructors and researchers, and possess degrees in the field. These academicians currently active in developing the field should remember Campbell's (1974) statement that, "The American university is the chief pioneer of knowledge and it develops fields–after it admits them" (p. 124). Today, after 40 years of inquiry the field has a conception, albeit an incomplete one, of the nature of adult education university study in the form of the CPAE Standards for Graduate Programs in Adult Education.

Over the years, numerous studies have looked at the field from within in attempts to delineate the competency, the characteristics, the

requisite skills and the knowledge of successful adult education practitioners. This base of information has not accrued in a strictly empirical, cumulative way, but in more of a relational, interdependent means. As mentioned by Griffith and Cloutier (1972, p. 38), one of the problems with comparing adult education research relating to the training of adult educators is the lack of a uniform, accepted definition of "adult education" used by the studies, due to the selective nature of each study. It was not the purpose of the current study to seek ratification of the definition of the term "adult education." Although each study approaches the concept of adult educator preparation from a unique perspective, this author believes they are broadly additive in nature; each study adds new information to the conceptualization of the field and its practitioners, building upon and expanding their identity, in effect adding to the gestalt of adult education. In attempting to define the field, writers have traveled the descriptive path from identifying who and what adult educators are, to how and why adult educators perform their roles. It is possible that this shift is part of a natural evolutionary process within the field of graduate adult education to establish itself as a unique discipline in higher education, a shift from a marginal academic field to a mainstream academic profession. The information yielded by these studies have produced the field's knowledge base, and in turn, helped establish an identity for the field and its practitioners. The CPAE standards are a direct result of the findings of these studies. Consequently, this information has had an effect on the both the formation and the implementation of adult education graduate programs, in that current program structure and content incorporates and reflects conceptions of the roles, knowledge and competencies of adult educators. The control of the conceptual development of adult education by

academicians leads to the field's unification and subsequent professionalization directly through the preparation of future adult educators. The question remains of how the standards have affected adult education graduate study. On the surface, it appears that they have had an influence in that the doctoral programs share a measurable, positive level of conformity to each other and to the standards. It is through the establishment of the standards that the CPAE has communicated, "to the larger academic community the essence of adult education graduate programs" (Peters & Krietlow, 1991, p. 164) and it is to that end that this study has addressed its cursory examination of the programs.

Perhaps the best way to close this section is to offer a quote about the complexity surrounding the development of adult education graduate study by one of the field's leading scholars. Peter Jarvis (1987), in the closing chapter of Twentieth Century Thinkers in Adult Education, commented on the development of a body of knowledge constituting adult education as a field of study:

> There is no single approach, nor is there a single discipline. Different thinkers have brought their own approaches to the field of practice and of study and have reflected upon it and have produced their theories about it. Adult education knowledge is not a seamless robe of integrated knowledge but rather a variety of combinations of sub-disciplines and those thinkers who have contributed most to the construction of this amorphous body of knowledge have drawn from a variety of sources and applied their findings to this complex field of study, which is the education of adults. (p. 312)

# AMERICAN ADULT EDUCATION DOCTORAL PROGRAMS IN COMPARISON TO THE COMMISSION OF PROFESSORS OF ADULT EDUCATION STANDARDS FOR GRADUATE PROGRAMS IN ADULT EDUCATION

October 19, 1994

Dear Sir/Madam:

Since the inception of adult education as an organized area of graduate study, over 60 years ago, there has been an ongoing discussion about the characteristics graduate programs should embody to prepare professional adult educators for the field. In 1986 the Commission of Professors of Adult Education (CPAE) officially adopted the Standards for Graduate Programs in Adult Education.

The purpose of this study is to ascertain the current status of doctoral study in adult education programs in colleges and universities within the United States by depicting how American graduate adult education doctoral programs presently compare to the CPAE standards.

The Commission recognizes the diversity inherent in graduate programs due to variations in locale, yet considers that "...the standards...are deemed to be basic, and those responsible for graduate programs should strive to meet them." The questions for this study are grouped into three areas: 1) Curriculum, 2) Organization, and 3) Faculty.

The findings from this survey will present an overview of the present state of doctoral level adult educator preparation. *It is not designed to assess, nor will it present individually, institutional graduate programs.* Individual responses to this instrument will be kept **confidential**. Participating institutions will be listed collectively in an appendix of the report.

Your institution houses one of the 44 American adult education doctoral programs in this study. Therefore, as one of the 44 institutions, your participation is crucial to the results of this study. Your involvement in this study is vitally important and your prompt response is appreciated. Estimated survey completion time is twenty-five minutes.

A summary of the findings will be sent to respondents upon request after completion of the study. Please return the completed survey and the materials requested by November 17, 1994 in the enclosed, self-addressed stamped envelope.

Thank you for your time and cooperation. If you have any questions, I may be reached at 609-854-9199 or via e-mail at dddgesso@aol.com.

Respectfully,

Daniel D. DelGesso

*PLEASE READ BEFORE CONTINUING*

## DEFINITION

**Adult Education Graduate Program:** A graduate level academic program for the professional preparation of adult educators, where the field of adult education is the primary area of study and/or area of specialization. The program resides in an institution of higher learning that confers a terminal degree **(Ph.D./Ed.D.)** in adult education such that the degree recipient, and his/her advisor and/or the granting institution identifies the field of adult education as the recipient's doctoral program major (Houle and Buskey, 1966) irrespective of the discipline in which the degree is attained.

**DOES THE ABOVE DEFINITION DESCRIBE YOUR DOCTORAL PROGRAM?** **Yes** ☐ Please turn to page 3.
**No** ☐ Please turn to page 15.

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**INSTRUCTIONS**

Please select the appropriate response. Fill in the blanks when applicable. Print your answers. Please be specific. Additional space is provided on page 13 of the survey for supplemental question information or comments. Directions for returning the survey are on page 15. This survey concerns only doctoral programs.

# CURRICULUM

1. **Does the program offer the Ed.D. or Ph.D. degree?**

   Ed.D. ☐ Ph.D. ☐ Both ☐

2. **Are the same basic program (pre-specialization) degree requirements required for all doctoral students?**

   Yes ☐ No ☐

3. **Is there a set of core course requirements for all doctoral students?**

   Yes ☐ No ☐

4. **Is there a required set of courses *outside* of the adult education program?**
   (E.G., TECHNOLOGY IN EDUCATION, STATISTICS, INSTRUCTIONAL DESIGN)

   Yes ☐ No ☐

5. **How many specialization areas of study are there within the program?**

   (number) _____

6. **Is the core course requirement in the specialization area(s) the same as the core course requirement in question 3?**

   Yes ☐ No ☐

7. **Is the set of courses in the specialization area(s) *outside* of the adult education program the same as the set of courses in question 4?**

   Yes ☐ No ☐

8. **Is there a required internship component of the program?**

   Yes ☐ No ☐

9. **Is there a required independent study component of the program?**
   (INDEPENDENT STUDY IS DEFINED AS AN IN-DEPTH INVESTIGATION OF A SPECIFIC TOPIC CONDUCTED BY A STUDENT)

   Yes ☐ No ☐

**10. Are adult education doctoral students required to take courses that include the following topics:**

| | | Yes | No |
|---|---|---|---|
| a. | the introduction to the field of adult education? | ☐ | ☐ |
| b. | adult learning and development? | ☐ | ☐ |
| c. | program development and evaluation processes? | ☐ | ☐ |
| d. | the history of adult education? | ☐ | ☐ |
| e. | the philosophy of adult education? | ☐ | ☐ |
| f. | the sociological aspects of adult education? | ☐ | ☐ |
| g. | educational research? | ☐ | ☐ |
| h. | advanced educational theory ? | ☐ | ☐ |
| i. | advanced educational research? | ☐ | ☐ |
| j. | advanced analysis of the social, political and economic forces affecting adult education? | ☐ | ☐ |
| k. | the leadership, administration, and management of adult education enterprises? | ☐ | ☐ |
| l. | adult education policy study? | ☐ | ☐ |
| m. | advanced inquiry methods into adult education? | ☐ | ☐ |

## ORGANIZATION

**11. The adult education doctoral program is located within the:**

Department _____

College/School _____

**12. Is the adult education doctoral program an independent area of study?**

Yes ☐ No ☐

If yes, continue to question 14.
If no, continue to question 13.

**13. Is the degree offered as a minor subject area within another program?**

Yes ☐ No ☐

If yes, in what program? _____

**14. How many adult education doctoral students are currently enrolled in your program?**

(number) _____

**15. What is the job title of the faculty member in charge of the adult education program?**

_____

**16. Is the administrator of the program an adult education graduate faculty member?**

Yes ☐ No ☐

**17. How many admissions committee members hold adult education doctorates?**

(number) _____

**18. Is the doctoral program in adult education chaired by an adult education faculty member?**

Yes ☐ No ☐

**19. On average, each adult education faculty member has how many <u>non-dissertation</u> stage advisees?**
(CIRCLE ONE RESPONSE)

1 – 5 6 – 10 11 – 15 16 – 20 21 – 25 > 26

**20. On average, the faculty members in question 19 teach how many courses (3 semester hours) per academic (September to May) year?** (CIRCLE ONE RESPONSE)

2 3 4 5 6 7 8 9 >10

**21. On average, each adult education faculty member has how many <u>dissertation</u> stage advisees?**
(CIRCLE ONE RESPONSE)

1 – 2 3 – 4 5 – 6 7 – 8 9 – 10 > 11

**22. On average, the faculty members in question 21 teach how many courses (3 semester hours) per academic (September to May) year?** (CIRCLE ONE RESPONSE)

2 3 4 5 6 7 8 9 >10

**23. What percentage of doctoral dissertation committees are chaired by an adult education faculty member?**
(CIRCLE ONE RESPONSE)

0 1 – 24 25 – 49 50 – 74 75 – 99 100

**24. What is the minium tenure track, academic rank necessary to teach graduate students?**

Assistant Professor ☐ Associate Professor ☐ Full Professor ☐

**25. How often are adult education course content and program structure and content evaluated?**
(OTHER THAN FACULTY EVALUATION)

Courses : Each Semester ☐ Each Academic Year ☐ Other ☐ _____ (time)

Program: Each Semester ☐ Each Academic Year ☐ Other ☐ _____ (time)

# FACULTY

## CONCERNING FULL-TIME ADULT EDUCATION FACULTY:

**26. How many full-time adult education faculty are in your program?**

(number) _____

**27. How many full-time adult education faculty have an earned doctorate in adult education?**

(number) _____

**28. How many full-time adult education faculty members have experience teaching at the undergraduate level?**

(number) _____

**29. In what fields are the doctorates of those full-time adult education faculty who do not have an earned doctorate in adult education?** (INDICATE THE NUMBER OF FACULTY IN EACH AREA)

Anthropology . . . . . _____

Business . . . . . _____

Communications . . . . . _____

Computers/information Science . _____

Divinity . . . . . _____

Education . . . . . _____

History . . . . . _____

Law . . . . . _____

Liberal Arts . . . . . _____

Nursing . . . . . _____

Philosophy . . . . . _____

Political Science . . . . . _____

Psychology . . . . . _____

Sociology . . . . . _____

Social Science . . . . . _____

Other . . . . . _____
(please specify)

**30. On average, how many years have full-time faculty members taught graduate level adult education courses?** (CIRCLE ONE RESPONSE)

< 3 | 4 – 6 | 7 – 9 | 10 – 12 | 13 – 15 | 16 – 18 | 19 – 21 | 22 – 24 | > 25

**31. What is the range (in years) full-time faculty members in question 30 have taught graduate level adult education courses?**

_____ to _____ years

**32. Are there full-time adult education faculty members who do not possess doctoral degrees?**

Yes ☐ No ☐

If yes, continue to question 33.
If no, continue to question 36.

**33. On average, how many years have non-doctorate holding, full-time adult education faculty taught graduate level adult education courses?** (CIRCLE ONE RESPONSE)

< 3 | 4 – 6 | 7 – 9 | 10 – 12 | 13 – 15 | 16 – 18 | 19 – 21 | 22 – 24 | > 25

**34. What is the range (in years) that full-time, non-doctorate holding adult education faculty in question 33 have taught graduate level adult education courses?**

_____ to _____ years

**35. What degree(s) and/or experience do the adult education faculty members in question 32 possess?**

_____

_____

**36. On average, what, in terms of <u>scholarship</u>, have the adult education faculty members contributed to: their professional organizations; to the college/university; to the field of adult education in the last 7 years?** (INDICATE THE NUMBER OF FACULTY IN EACH CATEGORY)

Book(s) . . . . . _____

Edited book chapter(s) . . . . _____

ERIC document(s) . . . . . _____

Monograph(s) . . . . . _____

Non-refereed journal article(s) . _____

Scholarly paper(s)/presentation(s) . _____

Refereed journal article(s) . . . _____

Report(s)/study(s) . . . . _____

Other . . . . . _____
(please specify)

37. **What <u>active</u> part and/or leadership roles do the adult education faculty members play in the <u>college/university</u>?**
(INDICATE THE NUMBER OF FACULTY IN EACH ROLE)

Committee member . . _____

Committee secretary . . _____

Committee chair . . _____

Committee co–chair . . _____

Department chair . . _____

Program chair . . . _____

College/University board . _____

College/University senate . _____

Other . . . . . _____
(please specify)

38. **What <u>active</u> part and/or leadership roles do the adult education faculty members play in their <u>professional</u> organizations?** (INDICATE THE NUMBER OF FACULTY IN EACH ROLE)

Committee member . . _____

Committee secretary . . _____

Committee chair . . . _____

Committee co–chair . . _____

Board of Directors . . _____

Organization officer . . _____

Journal editorial member . _____

Journal editor . . . _____

Book editorial member . _____

Book editor . . . . _____

Commission member . _____

Commission secretary . _____

Commission chair . . _____

Commission co–chair . _____

Other . . . . . _____
(please specify)

**39. The adult education faculty belong to what professional and/or collegial organizations?**
(INDICATE THE NUMBER OF FACULTY IN EACH ORGANIZATION)

American Association for Adult and Continuing Education . . . _____

American Educational Research Association . . . . . _____

American Society for Training and Development . . . . . _____

Association for Continuing Higher Education . . . . . _____

International Association for Continuing Education and Training . . _____

International Congress of University Adult Education . . . . . _____

International Council for Adult Education . . . . . _____

National Council of Administrators of Adult Education . . . . _____

National Council on Community Services and Continuing Education . _____

National University Continuing Education Association . . . . . _____

Phi Delta Kappa . . . . . _____

Religious Education Association . . . . . _____

Local/regional adult educational organization . . . . . _____

Collegial or University organization . . . . . _____

Other . . . . . _____
(please specify)

## CONCERNING PART-TIME ADULT EDUCATION FACULTY:

**DEFINITION**

Part-time faculty consist of individuals whose adult education assignment is limited due to any of the following conditions: a full-time administrative role at the university (e.g., dean of extension, program planner, program planner, program coordinator, counselor); a major commitment in another faculty (e.g., educational psychology, instructional technology, philosophy); a joint appointment between adult education and another recognized unit within the university; a research appointment relating to a grant or a graduate assistantship; a full-time assignment outside of the university (business, government, voluntary agency, or as a private consultant). (CPAE, 1986).

**40. How many part-time adult education faculty are in your program?**

(number) _____

**41. How many part-time adult education faculty members possess doctoral degrees?**

(number) _____

**42. How many part-time adult education faculty have an earned doctorate in adult education?**

(number) _____

**43. Are part-time adult education faculty evaluated as to their contribution to the scholarship of the adult education field or to their particular area of expertise?**

Yes ☐ No ☐

**44. In what fields are the doctorates of those part-time adult education faculty who do not have an earned doctorate in adult education?** (INDICATE THE NUMBER OF PART-TIME FACULTY IN EACH FIELD)

Business . . . . . _____

Communications . . . . . _____

Computers/information science . _____

Education . . . . . _____

History . . . . . _____

Law . . . . . _____

Philosophy . . . . . _____

Political Science . . . . . _____

Psychology . . . . . _____

Social Science . . . . . _____

Other . . . . . _____
(please specify)

**45. What is the area of <u>expertise</u> of part-time adult education faculty who do not hold a doctoral degree?**
(INDICATE THE NUMBER OF PART-TIME FACULTY IN EACH AREA)

Administration . . . . . _____

Computers/information science . _____

Curriculum . . . . . _____

Human resource development . . _____

Literacy . . . . . _____

Program planning/evaluation . . _____

Psychology . . . . . _____

Sociology . . . . . _____

Research . . . . . _____

Statistics . . . . . _____

Training . . . . . _____

Other . . . . . _____
(please specify)

**46. What is the full-time employment role, <u>outside of the university</u>, of each part-time adult education faculty member?**
(INDICATE THE NUMBER OF PART-TIME FACULTY IN EACH AREA)

Business . . . . . _____

Consulting . . . . . _____

Education . . . . . _____

Government . . . . . _____

Non-profit organization . . . _____

Voluntary organization . . . _____

Other . . . . . _____
(please specify)

**47. How many part-time adult education faculty members serve joint appointments between university programs and/or departments?**

(number) _____

**48. Part-time adult education faculty with dual appointments belong to what department and/or subject area in addition to adult education?** (INDICATE THE NUMBER OF PART-TIME FACULTY IN EACH DEPARTMENT/AREA)

Administration . . . . . _____

Business . . . . . _____

Communications . . . . . _____

Computers/information Science . _____

Education . . . . . _____

Law . . . . . _____

Philosophy . . . . . _____

Political Science . . . . . _____

Psychology . . . . . _____

Social Science . . . . . _____

Other . . . . . _____
(please specify)

**49. What is the full-time employment role, <u>within the university</u>, of each part-time adult education faculty member?** (INDICATE THE NUMBER OF PART-TIME FACULTY IN EACH AREA)

Administration . . . . . _____

Programming . . . . . _____

Counseling/advising . . . . . _____

Student services . . . . . _____

Research appointment . . . . _____

Graduate assistant . . . . . _____

Teaching associate . . . . . _____

Other faculty department . . . _____

Other . . . . . _____
(please specify)

**Thank you for your participation. When the survey is completed please turn to page 15 and follow the instructions.**

THIS SPACE IS PROVIDED FOR ADDITIONAL SURVEY QUESTION INFORMATION AND YOUR COMMENTS. WHEN REPORTING ADDITIONAL INFORMATION PLEASE REMEMBER TO INCLUDE THE QUESTION NUMBER TO WHICH YOU ARE RESPONDING. PLEASE FEEL FREE TO INCLUDE OTHER INFORMATION OR COMMENTS THAT YOU WANT TO SHARE WITH THE SURVEYOR. THANK YOU.

Thank you for your participation in this study.

Please return this questionnaire by **November 17, 1994** in the enclosed postage-paid, self addressed envelope.

Also, please include any available literature describing your adult education doctoral program.

If you wish to receive a copy of the results of this study please check here _____ and print the name and address where you wish the study results to be sent.

Name _____

Address _____

_____

_____

Name of person completing the survey _____ Date _____

Title _____

Institution _____

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